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6 December 1966

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Operations School

SUBJECT : Course Report/Chiefs of Station Seminar No. 8  
31 October - 10 November 1966

REFERENCE : Course Report/Chiefs of Station Seminar No. 7,  
dated 29 July 1966

1. The 8th running of the Chiefs of Station Seminar was held during the period 31 October - 10 November 1966 in Room 1A-13 in the Headquarters Building (see Course Schedule, Attachment A). There were thirteen students, of whom two were designated as COSs; three, COBs; seven DCOSs; and one not yet assigned (see Student Roster, Attachment B). The length of the course was reduced by one day because Veterans Day fell on what would have been the last day of the course. The average age was 48.8 years, the average length of service in the Agency was 14.9 years, and the average grade was GS-13.6.

2. Student critiques were, by and large, approving of the overall thrust of the course. As usual they voted Mr. [REDACTED] 25X1A9a Oscar for outstanding performance. Both in the written daily critiques and the final overall critiques, oral and written, the students made a number of constructive suggestions for changes in the course, both from the point of view of substance and from the point of view of technique of presentation. In general the class tended to be impatient with the less-structured presentations and with those that tended to be formalistic in approach. Using these critiques as a starting point we shall proceed with appropriate adjustments in the next running of the course. Details

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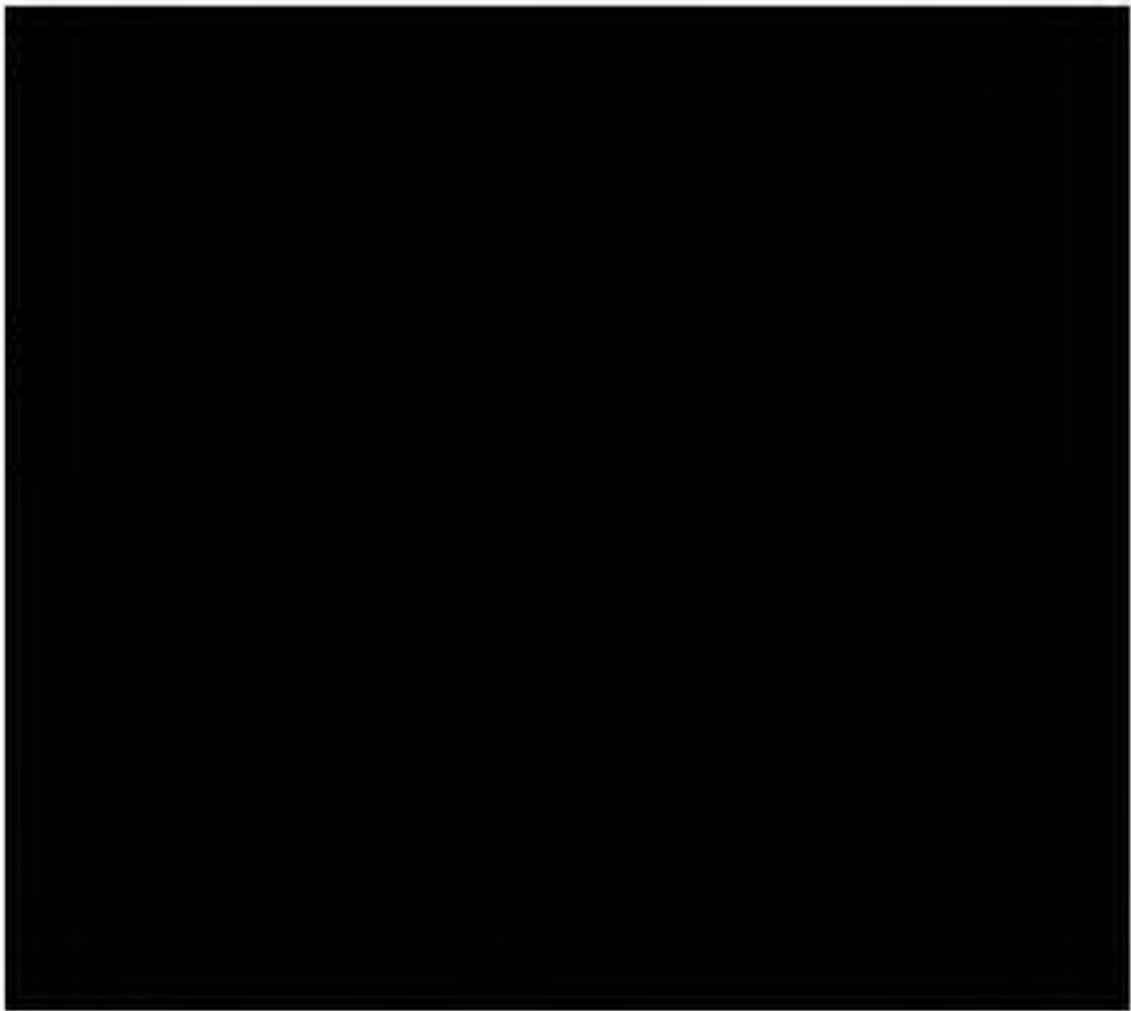
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Excluded from automatic  
downgrading and  
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of these proposed changes are set out in a separate paragraph below. This class seemed to be more eager than most to acquire "more technical information which could be of use to the COS in his new job," as one student put it. Another commented that the class lacked experience which would have enabled them to "ask the right questions" of the several speakers. We must bear in mind in evaluating the reactions of this class that the majority of the class were going out as Deputy Chiefs of Station.

3. For the record, the following units normally included in the COS Seminar were not included this time, partly because of the holiday which robbed us of eight hours of class time:



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25X1A9a

k) Mr. [REDACTED] on Trends in the International Communism Movement.

Some of these units will be restored in future runnings of the course, but as long as we must keep the course within the limits of two calendar weeks, we shall always have more valid subjects to discuss than time to discuss them.

4. The following new elements were included in this running of the course:



25X1C14a

valuable perspective on this subject. The following critique by one student is typical of most: "Lively, iconoclastic and thought-provoking. Good, stimulating discussion of what could have been dull--thanks to [REDACTED]" Another commented, "Most provocative session so far. Could use another hour on this topic."

25X1A9a

25X1C2e

c) An hour on [REDACTED] was introduced in this running of the course after a lapse of one year. This presentation was well-received although some commented that the subject was perhaps not of general interest.

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d) We completely revamped the presentation on the DDI this time, with the assistance of Mr. [REDACTED] and 25X1A9a the resultant package by the DDI himself, by the Director of Current Intelligence, by the Chief of the Operations Center, and by the Chief of the Collection Guidance Staff resulted in a high impact presentation which was accorded high marks by the students in their critiques.

e) Student presentations were introduced throughout the course. Each student was asked to make a ten minute presentation on any subject he chose which would illustrate an important lesson from his operational experience. These sessions were almost all lively and rewarding to the students and we feel they should be continued and expanded. Not all the students made presentations, since the time which had been reserved for some of them had to be used for unanticipated presentations, such as that by [REDACTED] who took 25X1A9a time out from his TDY from [REDACTED] to chat with us about his exploitation of the [REDACTED] and that by [REDACTED] 1A9a [REDACTED] on lessons learned as a result of the President's trip to the Far East and what it meant in terms of work for our Stations there.

f) We re-instituted an hour of discussion on the subject of unofficial cover and we were fortunate to have Mr. [REDACTED] 25X1A9a [REDACTED] of AF Division, who made a very forceful presentation based on his personal experience, and Mr. [REDACTED] 5X1A9a [REDACTED] DC/CCS. This hour was called useful by most students. The following student critiques give the flavor of student reaction to this session.

"Very worthwhile-[REDACTED] points need 25X1A9a stating, restating, restating...! Let's evolve a doctrine with authority behind it!!"

[REDACTED] was terrific. Just the sort of material an outgoing COS or DCOS should have in mind."

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25X1A8a

25X1A8a

g) The [REDACTED] briefing was shifted from the usual class-room to [REDACTED] briefing room which provided a welcome change in scenery and made that presentation even more effective.

h) For the first time we were fortunate in having the DDS, who gave us a fascinating broad-brush view of the future of the Agency from the support point of view.

i) Also for the first time we had a presentation on the Directorate for Science and Technology. This was given by Mr. Carl Duckett and it was unanimously applauded by the students.

j) The FI/D presentation was preceded by a true-false quiz which gave C/FI/D a clearer picture of lacunae in the class understanding in the SI field, and he adjusted his presentation accordingly.

k) Lastly the presentation on Document Destruction Facilities was enhanced by the long-awaited color film on this subject. The film was well done and was praised by the students.

5. Possible adjustments during the next running of the COS Seminar:

a) We should make another attempt to organize an informal reception in the Executive Dining Room for members of the course and senior officers of the Agency, including hopefully the Director. Discussion with the class brought out the feeling that it would be best to schedule such a reception from 5:00 - 6:30 P.M. on the second Monday of the course. The reasoning is that the students take about a week to feel really relaxed with each other in the school setting, and that a reception on the sixth day would complete this process and serve to facilitate intra-class communication during the second week of the course.

25X1A6d

b) We should probably show the excellent movie on the [REDACTED] called "A

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25X1C



c) There was some feeling expressed that still more of the factual material presented heretofore in lecture form could be given to the class in written form. The class could then be given time to study these presentations, and the time when the erstwhile lecturer is in the classroom could be put to better use in class discussion with him. We shall try to move ahead with this suggestion in every possible area.

d) There was some sentiment that a tour of parts of the Office of Communications and of the Cable Secretariat would be useful, and this will be explored.

e) We would hope to institute class discussion sessions on the subject of Station relations with Headquarters; on various aspects of the COS's managerial and supervisory roles; on the special problems and decisions facing a COS during the first few days or weeks of his tour at the Station. In addition, we should probably have some sort of panel on the CIA role in Counterinsurgency to spark class discussion of this important subject. We are thinking of a panel composed of representatives from [REDACTED] 25X1A  
The point here would be to get away from a formalistic or bureaucratic approach to Counterinsurgency and to discuss the CIA role in terms of our classical techniques, i. e.,

25X1A8b

25X1A

25X1X1




f) The Chief Instructor was somewhat startled to discover that there was a general demand among the students at the last course for a briefing on the organization and leading personnel of the Agency. On the assumption that this may be a real need, we shall pull together materials for a short briefing on this subject to be used if required at the next running.

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6. Methodology. Instruction in this course is divided into two categories, the first of which serves to impart information, experience, instructions, philosophy, and <sup>the</sup>like, while the second category serves to bring out or elicit from the class members themselves possible answers to problems. The second category lends itself to discussion of questions to which there are no hard-and-fast or agreed answers. This should not be confused with the procedure whereby students are permitted to put questions to lecturers during the last ten minutes of the hour, since that procedure merely serves to clarify for the benefit of the students the strictures being imparted by the lecturer. At the last running, there were about forty units of category one, or imparting, presentations, and about ten category two, or problem-solving sessions. The category two method is a good deal harder to organize and execute well, and it is more time-consuming than the category one method. Students frequently complain that in the category two method a whole hour is used and at the end no one has told them the answer and they go away empty handed. One of the advantages of the category two method is that it involves class participation and tends to force students to think problems through themselves. We have by no means arrived at a firm formula as to the best proportion of category one and category two sessions, and we shall probably continue to experiment with this for many runnings to come. Attached are the critiques of the students in this course on the case studies used this time (Attachment C). It is apparent from these comments that we still have some work to do in perfecting these case studies and problems.

  
Chief Instructor

25X1A9a

Attachments: (w/orig. only)

- A. Course Schedule
- B. Student Roster
- C. The Use of Case Studies

25X1A9a

HT/OS/TR/  meh

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